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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: a social skills training program; facial kinesic correlates of terminal cancer patients; the relationships among indices of social cognition, motivation, and communicative performance; sex differences and status emergence in face-to-face interaction; psychological androgyny and individual differences in an inequitable exchange of self-disclosure; initial therapy sessions as negotiated reality; the communicative indicants of power, dominance, and submission; women's communicative behavior, adjustment, and role redefinition following divorce; interpersonal communication behaviors and self-actualizing values; self-disclosure sequencing patterns; responses of young children to nonverbal auditory cues in messages; communication accuracy in direction giving; a family communication program; and aspects of news deliveries in adult/adult and child/adult conversation. (FL)

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PROVIDERS AND RECEIVERS: A MUTUAL MODEL OF COMMUNICATION

Order No. 7912333

ALCALAY, Rina, Ph.D. Stanford University, 1979. 188pp.

The present study explored the communication process between family planning providers and their client audience in a rural California community from a mutual model of communication perspective. Instead of studying how one element in the communication process affects another, the study focused on a comparative analysis of both participants in dyadic communication.

The research questions were: (1) demographic and socio-cultural differences of family planning providers and clients; (2) perceived barriers to effective communication; and (3) ongoing activities of communication which occur between both categories.

The providers were the staff of two family planning agencies operating in Watsonville: Planned Parenthood of Santa Cruz and Watsonville Health Center of the Santa Cruz Health Services Agency. The receivers were adult low-income and marginal-income women in Watsonville.

Methodology

A case study using a combination of individual and group interviews was conducted. A two-stage cluster sample of 105 low-income women from Watsonville was selected. A sample of 13 family planning clinical and administrative providers was selected in order to answer individual interviews.

Demographic differences between providers and receivers were compared quantitatively. Socio-cultural differences between the categories, barriers to effective communication, and ongoing communication processes were analyzed qualitatively using content analysis.

Results

Family planning providers and receivers were found to be heterophilic in their demographic and socio-cultural characteristics. Some of the main differences were: (1) receivers were Mexican and spoke only Spanish; providers were Anglo and spoke only English; (2) receivers had an average of seven years of education; providers had college degrees; (3) receivers used mostly the pill or IUD as a contraceptive method; providers used natural contraceptive methods (diaphragm, foam, rhythm); (4) motherhood was considered woman's main role among receivers; providers thought other roles were equally or more important; (5) receivers accepted their life circumstances less critically than providers.

Various barriers prevented effective communication between receivers and providers in Watsonville. Receivers described the following barriers: (1) moral considerations; (2) male-female communication gaps; (3) language problems; (4) lack of acceptability of existing contraceptive methods; (5) lack of efficient services at the clinic.

Providers recognized the following as barriers: (1) lack of efficient services at the clinic; (2) embarrassment women felt in using family planning clinics due to societal sexual taboos; (3) language and cultural barriers between providers and Spanish-speaking women; (4) Catholicism and machismo; (5) lack of enough outreach work by the clinic; (6) budget constraints. Lack of acceptability of existing contraceptive methods was a key factor in preventing communication between agency and clients. Most receivers harbored negative feelings about contraceptive methods.

Interpersonal communication, either word of mouth or outreach, was the most effective communication strategy to provide information about the family planning clinic. More satisfying communication between providers and receivers occurred, a) in interactions outside the clinic; b) when communication occurred with homophilic providers; c) when providers communicated with receivers in the same language; and d) when receivers were highly motivated contraceptors.

Recommendations

Recommendations for Action: (1) Family planning clinics should provide more attractive services and improved contraceptives; (2) Peer support systems should be strengthened; (3) Women's non-reproductive roles should be recognized and reinforced.

Recommendations for Research: (1) cross-cultural research on sex role images; (2) audience segmentation of different categories of family planning adopters; (3) time series studies about immigrant adaptation to a new environment and its effect on family planning behavior; (4) further in-depth studies of related subjects in order to, a) verify validity of findings and b) improve research instruments; (5) further development of the theory and methods for a mutual model of communication approach in communication research.

THE DEVELOPMENT OF A SOCIAL SKILLS TRAINING PROGRAM AND AN EVALUATION OF ITS EFFECTIVENESS

Order No. 7912506

ANDERSON, Marie Josephine, Ph.D. Kent State University, 1978. 177pp. Director: Ansel Woldt

The purpose of this study was to develop a generic social skills training program that provides the techniques and practice opportunities for a broad range of social behaviors, and to empirically evaluate the effectiveness of social skills training in bringing about a positive change in the motivational dimensions of social performance and internal locus of control in interpersonal relationships.

The training program consisted of five three-hour sessions. Each session was composed of a series of structured activities, each activity directed toward learning a specific social interactive skill. The program utilized the behavioral learning components of behavior refusal, modeling, coaching, reinforcement, cognitive restructuring, and homework assignments. The training also utilized specific simulation exercises designed to increase the subjects' understanding and personal awarenesses of their self-disclosing behavior, sex-role stereotyping, personal valuing, and initiating behavior.

Two groups were evaluated by this study; the treatment group was established through advertisement and regular attendance in the social skills training program.

The control group was obtained by announcing the training in an undergraduate sociology class, describing the program as it was advertised.

The Fundamental Interpersonal Relation Orientation--Behavior (FIRO-B) and the Social Avoidance and Distress Scale (SAD) were the instruments chosen to measure the three dimensions of motivation in social performance: (1) extraversion and affiliation, (2) dominance as opposed to submission, and (3) poise as opposed to social anxiety. The Locus of Control in Interpersonal Relationship Questionnaire (LCIR) was used to assess the belief in internal locus of control of reinforcement in interpersonal relationships.

The major hypothesis of this study was:

The participants of the social skills training program will show a significant positive change in the motivational dimensions of social performance and in their belief in internal locus of control of reinforcement in interpersonal relationships.

Because of the lack of control for initial differences between groups, and in order to make adjustments for these pre-score mean differences, residual change score had to be found. Part and partial correlation coefficients were calculated to determine the relationship between group membership and scores obtained on the dependent measures following completion of the social skills training.

While the study did not show significant change in the participants' motivational dimensions of social performance or belief in internal locus of control in interpersonal relationships, further exploration of the effectiveness of the program seems warranted. Participants did express high regard for the personal benefits received by the training, and trainee observation indicated that positive changes were observed in the trainees.

FACIAL KINESIC CORRELATES OF TERMINAL CANCER PATIENTS: A DESCRIPTIVE ANALYSIS Order No. 7916115

ANTONOFF, Steven Ross, Ph.D. University of Denver, 1979. 284pp.

In a growing literature on the state of terminal patients, authors have only recently begun to examine communication, and this on the verbal level. However, this literature suggested that the verbal channel may be closed, blocked, or ambiguous during terminality. The present investigation was undertaken to explore the nonverbal, specifically, facial-kinesic, correlates of terminal cancer patients. A description of the nonverbal communication of terminal patients was identified as an important area for study because these cues, specifically manifested in facial patterns, were thought capable of denoting the stage of illness and of providing information on emotionality in these patients. It was thought that such insight might help in the psychological assessment of these patients. The specific purpose of this study was to identify whether changes in emotionality varied with stage or period of terminality. Hypotheses suggested the appearance of different emotions at different stages in the terminal process. Specifically, anger and fear were posited to appear early in the terminal period, sadness during the middle period, and happiness in the late period.

The Ekman and Friesen Facial Affect Scoring Technique (FAST) was used to measure specific muscle movements found to relate to the expressions of fear, anger, sadness, and happiness, and a scoring sheet was adapted from the FAST materials. This scoring sheet allowed for the assessment of muscle movements which relate to these four emotions. To test for differences in emotionality as a function of tenure of illness, 49 terminal cancer patients were divided into early, middle, or late stage of illness on the basis of physician judgment of length of time until death. Facial kinesics were measured directly during interviews conducted at the University of Colorado Medical Center.

To assess differences in emotionality between the three stages of illness, correlational data among the facial measures as well as findings from simple one way analyses and Multivariate Analyses of Variance were reviewed. Because of dependencies found among the facial affect indices, six Multivariate Analyses of Variance were run, using different combinations of the dependent variables to minimize intercorrelations among these facial components. Because of the suggestion of involvement, age was covaried in these runs. Partial support was found for the hypotheses. Principal findings suggested that fear (as evidenced in the eye/lid area) was highest in the early stage, as hypothesized and then remained essentially equal during the middle and late phases. Sadness steadily increased from early to middle to late stage of illness. Although the total of the anger and happiness items varied in the direction of the hypotheses, no significant associations were found between these emotions and stage of illness. The Ekman-Friesen patterns were also reviewed by the method of Principal Components along with item analysis and scale construction procedures. These conclusions suggest that nonverbal communication can provide a useful perspective in the assessment of emotions in terminal patients. In addition, individual factors may be more useful than rigid "stage" theories in analyzing affective responses to death.

Suggestions for further research included more basic research on movements on the face which signify emotional expression, longitudinal studies on feeling-states in terminal patients, the addition of postural and gestural components to facial components in analyzing affect, and the focus on both verbal and nonverbal factors in assessing the emotional status of terminal patients.

A COMPARISON OF THREE DISCOURSE/INTERACTION ANALYSIS SYSTEMS AS MEANS FOR DESCRIBING THREE ADMINISTRATIVE GROUPS Order No. 7922005

BENNETT, Don Jay, Ph.D. Claremont Graduate School, 1979. 151pp.

This study centered upon two assumptions regarding verbal interaction in social settings. First, that language-use is an index of interaction patterns and various meaning relationships (i.e., language functions) both of which lie beyond surface semantics; second, that both interaction patterns and meaning relationships may be observed and described through any of a number of assessment devices. This study focused upon three separate administrative groups, each of which represents one of three different native language backgrounds (Standard English, Navajo Indian, and Black Dialect), and examined the utility of triangulation assessment of discourse/interaction events which occur within a particular type of group situation.

The three assessment systems used for this study were selected first because they constituted vastly different approaches to discourse/interaction analysis, and second, because of the unique profiles that could be developed as a result of the synthesizing of their findings. The first system, the Bales Interaction Process Analysis System, identified the kinds of interaction sequences exhibited among group members in terms of task-oriented as against social-oriented responses; this was accomplished by describing units of interaction in terms of task and non-task categories. The second system, the Functional Analysis System devised by Regan, first provided an index of what language was being used to accomplish in terms of ten language functions and second, occurrences of functional misinterpretations. This was accomplished by circumventing simple reliance upon surface semantics of communicative exchanges and categorizing the functional propensity of given responses. The final system, the Ethnomethodological Procedures, developed a descriptive analysis of the kinds of interactional strategies exhibited through language-use in terms of speaker-hearer roles and role exchange maneuvers; this was accomplished by focusing upon characteristics of discourse which cue particular types of responses from listeners or respondents.

The results of this study lend support to the use of triangulation evaluation techniques. They similarly point out that the greatest potential appears to be in comparisons made between data derived from the three analysis systems providing descriptions of characteristics unique to the particular type of group studied. Prominent features which are brought to light by this study concern the agenda and the leadership role, the disproportionate number of non-task stated oriented responses for all three groups, the existence, within the Standard English group, of two factional sub-groups and the position of the group leader within the Standard English and Navajo Indian groups. Additionally, certain other features which might be considered as culture-specific are identified in terms of the disproportionate number of Social Emotional – Negative responses exhibited in the Black Dialect group, as well as the apparent lack of such responses directed toward the leader role in the Navajo Indian group.

AN INVESTIGATION OF THE RELATIONSHIPS AMONG INDICES OF SOCIAL COGNITION, MOTIVATION, AND COMMUNICATIVE PERFORMANCE Order No. 7915324

BORDEN, Amanda Welch, Ph.D. University of Illinois at Urbana-Champaign, 1979. 227pp.

Previous research has suggested that certain social-cognitive developments underlie the development of communication skills. The constructivist/cognitive-developmental theoretical perspective informing this thesis posits a series of axes along which social-cognitive developments occur: egocentrism-perspectivism; globality-differentiation; diffusion-integration; concreteness-abstractness; and rigidity-flexibility. Research has shown that development along these axes constitutes a necessary but not sufficient condition for the development of communicative competence.

In addition, requisite skills, situational/contextual variations, and motivational factors affect communication. This thesis focuses on the problem of identifying motivational factors which, in conjunction with requisite social-cognitive developments, lead to advanced levels of communicative performance in persuasive (regulative) and interpersonal (feeling-oriented) contexts.

The motivational factors investigated are divided into two groups according to the context of communication which they would affect. Within the interpersonal context it was believed that three motivational factors would affect communicative performance: (1) a person who ranks interpersonal values high in relation to other values should be motivated to use communication to deal with the feelings of others; (2) a person who reports a typically empathic mode of responding to others should be motivated to show concern for others' welfare through communication; and (3) a person low in Machiavellianism should be trustful of others, less interested in manipulating others, and should be more sensitive to the listener's perspective in interpersonal communicative contexts. Within the persuasive context, three factors should indicate higher levels of desire to regulate the behavior of another person, thus leading to greater motivation to perform well in persuasive communicative contexts: (1) internal locus of control, or a belief in one's own personal efficacy; (2) high propensity to communicate (i.e., belief that communication is an effective means of accomplishing one's ends); and (3) high Machiavellianism, which indicates a manipulative tendency. It was hypothesized that the most advanced levels of communicative performance in both communicative contexts would be evidenced by those with not only the requisite social-cognitive abilities but also the person- or control-oriented motivation to actualize those abilities in communicative behavior.

Subjects for the study were 126 college students, who responded to a series of written measures of (1) social cognition (construct differentiation, abstractness, psychological construing, and relationality), (2) motivation (locus of control, propensity to communicate, Machiavellianism, value survey, and empathy), and (3) communicative performance (responses to persuasive and interpersonal situations). Intercorrelations were computed for all measures; analyses of variance were performed in order to locate two-way interactions between social-cognitive and motivational variables.

The results provided partial support for the hypotheses. Many of the expected relationships were present; correlations were moderate to weak. Social-cognitive developments related to communicative performance as expected. Greater propensity toward psychological construing related significantly to the use of more listener-adapted appeals in the interpersonal messages, whereas construct differentiation related to the number of positive interpersonal strategies employed in the persuasive messages. Only a few of the motivational variables related directly to communication indices. Subjects high in empathy and interpersonal values produced significantly higher-level interpersonal appeals than did those low on these measures. In the persuasive context, low Machiavellians offered significantly more persuadee-oriented justification for action than did high Machiavellians. In only one instance did a social-cognitive index (psychological construing) and a motivational factor (interpersonal values) interact in the expected manner, indicating that interpersonal communicative performance is dependent upon both social cognition and interpersonally-oriented motivation.

A STUDY TO IDENTIFY COMMUNICATIVE PATTERNS IN MARITAL DYADS TERMINATED BY DIVORCE: A GROUNDED THEORY APPROACH Order No. 7923209

BRADFORD, Lawrence James, Ph.D. University of Colorado at Boulder, 1979. 140pp. Director: Assistant Professor Elaine Yarbrough

The purpose of this study is to determine the existence of certain communicative patterns which may be characteristic of persons whose former marriages were terminated by divorce. The study involves the use of a qualitative methodology of intensive interviewing of divorced men and women, who described their former marriages to the researcher.

A grounded theory approach to interpreting the data, suggested by Barney G. Glaser and Anselm L. Strauss, is utilized to generate theoretical elements. Employing the "constant comparative method" described by Glaser and Strauss, both initial and delimited categories are developed, drawn inductively from data obtained during interviews with divorced persons.

Analysis of the interview data indicates that in marital dyads terminated by divorce, "communicative behaviors" occur within the context of certain "perceptual constructs" about various "subjects" relevant to the relationship. The "communicative behaviors" take the form of three kinds of "talk" employed by dyadic partners. The over-reliance upon one or more kinds of "talk" creates certain patterns of communication in the dyad: (1) The Comfortable Rut pattern, in which there is an over-reliance upon "safe talk," (2) The Gruesome Twosome pattern, in which there is an over-reliance upon "hit talk," and (3) The Cohabitors pattern, in which there is an over-reliance upon "no talk." All three patterns, the researcher claims, indicate potential "negative adjustment" to perceived discrepancies between expectations and the realities of married life experienced by the interviewees.

The study suggests that the establishment of one or more of the three communicative patterns in the marital dyad may have developed a predominant mode of "stagnation" in the relationship. Such a mode, the study suggests, may have implications for the ultimate continuation or termination of marital dyads.

The study includes the development of a model of communication in marital dyads terminated by divorce and concludes with recommendations for future research.

SEX DIFFERENCES AND STATUS EMERGENCE IN FACE-TO-FACE INTERACTION Order No. 7925556

CATALDO, Toni Maria, Ph.D. Syracuse University, 1979. 103pp.

The use of nonverbal behaviors in human interaction has long been regarded as one of the channels of communication by which attitudinal and affective messages are delivered and received. Recent attention has now focused on whether certain nonverbal behaviors are also instrumental in communicating information about status within small groups. Sex differences in nonverbal communication have also been noted, and researchers have questioned whether these, too, are related to status differences between and among the sexes.

The present study sought to address these questions, in part, by observing video-taped face-to-face interactions among previously unacquainted pairs of same-sex subjects. Nonverbal features of communication were coded and analyzed for the presence or absence of behaviors suggested in the literature as indicative of status ranking. Relative status rank was operationally measured as one member's ability to influence another member.

Subjects were 40 unacquainted same-sex pairs (20 female pairs and 20 male pairs) who were, for all intents and purposes, status equals. They were asked to hold a brief (ten minute) conversation on a subject of their choosing while video-taped recordings were made. Members of each pair then took part in a joint decision-making task (ICOM) from which one could infer relative status between the two members. Self-report measures on subjects' perceptions of both tasks were also obtained so as to corroborate the measures of status rank-

ing with subjects' recognition of status differentiation.

Results showed that most of the nonverbal behaviors were not predictive of status rank, but the sexes were found to be different in their use of most nonverbal behaviors.

A FORMULATIVE INVESTIGATION OF POWER ORIENTATIONS AND PRELIMINARY VALIDATION OF RELATIONSHIPS BETWEEN POWER ORIENTATIONS AND COMMUNICATION BEHAVIOR Order No. 7916116

CAVANAUGH, Mary Susan, Ph.D. University of Denver, 1979. 193pp.

This study was a formulative investigation of power with the intent of clarifying the concept and to develop an instrument to measure it so that power might be more useful as a variable in communication theory and research. Dimensions of power were tentatively identified by reviewing the literature and examining responses to an open-ended survey of personal attitudes toward power. A preliminary Power Orientation Scale consisting of 74 items based upon the conceptualized dimensions of power was constructed.

The preliminary Power Orientation Scale was administered to four samples: (1) management level personnel-from private corporations, (2) management level personnel from government, (3) sales representatives, and (4) law-enforcement officers. Responses from each of the four samples were factor analyzed and the factor structures from each were correlated across samples. Six factor clusters achieved significant correlations across the four samples. Based on item factor loadings and item content, six Power Orientation Factors were identified: (1) Power as Good, (2) Power as Resource Dependency, (3) Power as Instinctive Drive, (4) Power as Political, (5) Power as Charisma, and (6) Power as Control and Autonomy.

The refined Power Orientation Scale consisting of the scoring items which measure the six factors and masking items (a total of 40) was tested for reliability and validity. The test-retest reliability for Power as Good and Power as Resource Dependency was substantial (.83 and .77, respectively). The remaining factors were found to be moderately reliable. Two preliminary validation studies were conducted. One significant (at the .05 level) result was achieved between Power as Resource Dependency and scores on Fiedler's LPC measure. In the second validity study, significant relationships (at the .05 level) were identified between both Power as Resource Dependency and Power as Natural Instinct and district court judges sentencing decisions. The results from both tests were encouraging. Additional validity tests are suggested.

The identification of six universal orientations toward power helps to clarify the concept of power. It provides a researcher with a Power Orientation Scale to assess the specific attitudes toward power of individuals or groups. This will allow a researcher to define power more appropriately within the context of his or her own study.

PSYCHOLOGICAL ANDROGYNY AND INDIVIDUAL DIFFERENCES IN AN INEQUITABLE EXCHANGE OF SELF-DISCLOSURE Order No. 7926733

CLAVIER, David Eugene, Ph.D. The Florida State University, 1979. 115pp. Major Professor: C. Edward Wotring

This study examined the utility of psychological androgyny in explaining differences in perceived inequity of a communicative exchange and differences in methods of dealing with inequity. The communicative exchange in this study was a dyadic self-disclosure using written communication.

Sixty undergraduate subjects were asked to write personal information about themselves in answers to a personal profile questionnaire. Twenty subjects were identified as feminine. Twenty were masculine. Twenty were androgynous. They then were led to believe that they were exchanging this information with another subject in another room. They received two composite completed questionnaires; one that was considered a high-disclosure and one that was considered a low-disclosure in two separate exchanges.

The subjects then completed an evaluation packet which included measures tapping four dependent variables to test two hypotheses. Two dependent variables were used to test the hypothesis that feminine and/or androgynous individuals are more sensitive to communicative inequity than masculine individuals. And, two dependent variables were used to test the hypothesis that masculine and androgynous individuals are more likely to retaliate against individuals who treat them inequitably in a self-disclosure exchange than feminine individuals.

The results indicate that the subjects perceived the low-disclosure exchange as an inequitable one, and this appeared to cause a drop in mood and an increased feeling of unfairness. Subjects recommended lower extra credit points and a lower participation grade for the low-disclosure form as opposed to the high disclosure form.

The hypothesized interaction effect of psychological androgyny and the level of disclosure was not statistically supported. For both psychological and behavioral dependent measures the hypothesized interactions were in the predicted directions, but not significant.

COMPARISON OF A FAMILY MICROTRAINING PROGRAM AND A READING PROGRAM TO ENHANCE EMPATHIC COMMUNICATION BY BLACK PARENTS WITH YOUNG CHILDREN Order No. 7920821

CRESWELL-BETSCH, Carol, Ed.D. University of Massachusetts, 1979. 197pp. Director: Professor Ronald Fredrickson

Parenting is a diverse and complicated skill for which few men and women have been trained. Many demands and expectations are made of families in the growth and development of their children.

Training children to develop certain habits and behaviors, conveying morals and values, setting definite and appropriate limits combined with love, affection and nurturance are apart the responsibilities of mothers and fathers.

The purpose of this study was to compare the effectiveness of two different methods of parent training of Black families. It measured the effects of a short-term training program, Microtraining, on the enhancement of empathic communication by ten Black parents with their children. This was compared with ten Black parents in a reading group.

The subjects of this investigation consisted of twenty Black parents from a New England University community who responded to advertisements posted in various schools and mailed to a selected population. Ten parents received microtraining treatment and ten were in a reading group. The groups were composed of educated middle class Black parents.

Three methods were used for assessing outcomes. Changes in empathic communication behaviors were determined through assessment of pre- and post-training videotaped play sessions of each parent and one of their children. Changes in knowledge of the principles of empathic communication were measured on a Parent Response Questionnaire, administered before and after the training. Also a follow-up interview was conducted two months after the program ended to determine the participants perceptions of the impact of the programs and to elicit feedback.

The results showed that effecting change in empathic communication behaviors of parents in play sessions with their children was not accomplished through either short term method of parent education included in this study. There was no statistically significant differences.

Both forms of parent education were effective in transmitting knowledge of communication of empathy as shown by an increase in Parent Response Questionnaire (PRQ) scores. However, the Microtraining group was not more effective than the Reading group in increasing knowledge.

The follow-up interview revealed that both groups had positive feelings about the programs but were affected by different aspects. The Microtraining group reacted more to issues of group interaction, leadership and program design, while the

Reading group reacted to program content primarily

The results of this study imply that to expect short-term training to enhance empathic communication for Black parents effecting empathy behavioral change may be unrealistic unless the training is geared to very specific and limited skills and practiced with children as part of the training design.

Unless more research is conducted with Black parents it is premature to draw definite conclusions as to skills needed and the effective ways of training communication of empathy.

INITIAL THERAPY SESSIONS AS NEGOTIATED REALITY: A DESCRIPTIVE ANALYSIS Order No. 7926008

DOBKINS, David Hugh, Ph.D. The University of Oklahoma, 1979. 112pp. Major Professor: Dr. Ralph E. Cooley

This study constitutes the preliminary exploration of an approach to the analysis of human communicative interaction. An argument is made that traditional research methods inadequately cope with the process nature of communication. Further, it is argued that the analysis of human interaction should proceed inductively, using a descriptive base to provide an understanding of the interaction between individuals. It is further suggested that the assumptive base of ethnomethodology provides an appropriate framework for such description.

Following this argument, a system of analysis is proposed and applied to data gathered from six counseling sessions from The University of Oklahoma Counseling Center. A set of generalizations are drawn from the analysis, showing that the system yields a possibility for systematic inference. The system is also assessed according to its ability to cope with all aspects of interactive data.

AN EVALUATION OF THE MINNESOTA COUPLES COMMUNICATION PROGRAM: A STRUCTURED EDUCATIONAL ENRICHMENT EXPERIENCE Order No. 7920500

DODE, Ilene Lois, Ph.D. Arizona State University, 1979. 161pp.

The purpose of this study was to determine the effects of the Minnesota Couple Communication Program on communication patterns, interpersonal relations, self actualization, and the quality of the relationship between marital partners. To assess program effectiveness, a pretest-posttest control group experimental design was employed.

A sample of 60 couples was drawn from the greater Phoenix metropolitan area. The participants were well educated, middle-class, and Protestant with approximately one-third having been previously divorced or widowed. Volunteers were randomly assigned to the experimental and control groups, resulting in 30 couples in each, with the final sample consisting of 27 couples in the experimental group and 24 couples in the control group.

Since it was not possible to randomly assign individuals to treatment conditions, the couple was the experimental unit of analysis. Accordingly, male and female scores derived from each couple were treated as a repeated measures factor.

Participants were administered the Marital Communication Inventory (MCI), the Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B), Personal Orientation Inventory (POI), and the Relationship Change Scale (RCS). All instruments were administered on three occasions except for the RCS which was administered only once. Data on the first three instruments were analyzed via a 2 (experimental vs. control) x 3 (pretest, posttest, delayed posttest) mixed multivariate analysis of variance, while a one-way (treatment vs. control) multivariate analysis of variance was performed on the scores obtained by couples on the RCS.

The analyses indicated that: (a) the experimental group scored substantially higher on the MCI over occasions while the control group showed no consistent trend; (b) the control group scored substantially higher than the experimental group on the pretest, but that both groups exhibited comparable scores on the delayed posttest; (c) experimental groups scored significantly higher on the POI over occasions, while the control group showed no consistent trend; (d) control and experimental subjects scored comparably on the pretest, but the experimental groups scored significantly higher on the immediate and delayed posttest of the POI; (e) there was no statistically significant differences due to treatment condition, occasions, or their interaction on FIRO-B scores; (f) the experimental group scored significantly higher on the RCS than the control group.

Several conclusions were drawn from the results of the present study:

1. A modicum of support was found for the conclusion that the MCCP has a positive impact on marital communication.
2. The MCCP has a positive impact on self actualization.
3. There was no support provided for the conclusion that the MCCP has a significant effect on interpersonal relations as measured by the FIRO-B.
4. The MCCP has a positive impact on the quality of the relationship between marital partners.

THE COMMUNICATIVE INDICANTS OF POWER, DOMINANCE AND SUBMISSION Order No. 7915093

FOLGER, Joseph Patrick, Ph.D. The University of Wisconsin-Madison, 1978. 250pp. Supervisor: Professor Joseph N. Cappella

This dissertation examines the communicative cues which contribute to people's perceptions of power, dominance and submission in interpersonal relationships. More specifically, the work provides a definitional model of the terms power, control, dominance and submission and outlines a typology of possible communicative indicants of power. Secondly, this analysis specifies the type of evidence required to assign a power, dominant or submissive function to communicative acts and draws upon this evidence to make an empirical assessment of one set of power indices (relational coding procedures). Finally, this dissertation examines the relative impact of two cues (speaking time and questioning behavior) on people's perceptions of interpersonal relationships.

AN EXPLORATORY ANALYSIS OF WOMEN'S COMMUNICATIVE BEHAVIOR, ADJUSTMENT, AND ROLE REDEFINITION FOLLOWING DIVORCE Order No. 7914916

KIZER, Elizabeth Jeffrey, Ph.D. Purdue University, 1978. 195pp. Major Professor: Ralph Webb

An exploratory field investigation of the place of communicative interactions in post-divorce adjustment, this study compared characteristics of communicative behaviors of divorced women with those of married women. Data resulted from questionnaires mailed to 100 married women (n=69) and 100 divorced women (n=46) and from interviews with 20 of the divorced subjects. The study examined five aspects of communicative behaviors of divorced women: (1) whether the woman maintains relationships with family and former friends; (2) who the woman designates as Significant Others with whom she confides; (3) which topics predominate in her conversation; (4) what changes in the manner of expressing and presenting self are manifested in communicative behaviors; and (5) how the woman's adjustment to divorce and role identification is aided through her interpersonal interactions with others.

Findings of the study include the following:

1. Both sets of respondents reported as friends people from the four broad source categories (Family, Neighbors, Work/School, and Others) and in all four marital status categories (Never Married, Married, Divorced, and Widowed). Married women indicated as best friends their spouses; for divorced women this choice was widely dispersed among the

other categories listed. Divorced subjects reported over twice as many friends who also are divorced as married subjects did.

2. While married and divorced subjects indicated the topics most frequently discussed were the same, interviewees related that their manner of approaching and discussing these topics changed from the pre-divorce period. Also divorced subjects reported discussing often the topics of monetary and sexual concerns.

3. No significant differences between married and divorced women were found in frequencies, durations, locations, or channels of communicative interactions. Data from both questionnaire and interview instruments indicated greater interpersonal distance and defensiveness between divorced subjects and their parents than between married subjects and their parents.

4. Divorced women reported more frequent use of strong expletives. They also indicated changes in semantic choices from those used before their divorce.

5. No significant differences emerged between married and divorced women in self-reported behaviors in the areas of assertiveness and openness.

6. All interviewees said they adjusted to their single role and experienced pleasure in the new identity and self-concept. Attitudes about divorce tended to be more permissive than prior to the divorce.

7. While interviewees depended on members of their family and on former friends for support and advice initially following divorce, responses indicated each subject eventually turned to others with shared interests with whom to interact, to share emotions, and to discover a new mode of living. Interviewees reacted to a perceived stigma of failure and guilt; operating from without the social norm of marriage, divorced persons' communicative interactions resulted in consciousness raising and chaining out of rhetorical visions of self-worth and independence. These rhetorical visions aided individuals in adjustment and in role redefinition.

THE DEVELOPMENT AND EVALUATION OF THE DYADIC TRUST SCALE FOR MEASURING INTERPERSONAL TRUST IN DATING AND MARRIAGE RELATIONSHIPS
Order No. 7915719

LARZELERE, Robert Earl, Ph.D. The Pennsylvania State University, 1979. 155pp. Advisers: Ted L. Huston, Robert A. Lewis

A self-report measure of dyadic trust, the attribution of benevolence and sincerity toward one's dating or marriage partner, was developed based on the literature concerning interpersonal trust. An initial pool of 57 items was administered to 195 dating or ex-dating partners and 127 married or divorced partners. Factor analyses indicated that the item pool was reasonably unidimensional. Eight items were selected for the final scale using the criteria of item-total correlations, item correlations with the Marlowe-Crowne Social Desirability Scale, distribution of item responses, direction of wording, and repetitiveness of items' contents. The resulting Dyadic Trust Scale had a reliability (coefficient alpha) of .93 and correlated .00 with social desirability.

Correlations with reported love and depth of self-disclosure generally supported the construct validity of the Dyadic Trust Scale. Dyadic trust correlated with Rubin's Love Scale both when scores were summed across partners to get an overall score for each couple and when individual scores were used. Male partners' love correlated with the trust their female partners felt; however, female partners' love did not relate to their male partners' trust. Love and dyadic trust correlated significantly more for longer married partners than for premarital partners.

Dyadic trust also correlated significantly with reported depth of self-disclosure, supporting Altman and Taylor's (1973) notion that trust is a prerequisite for intimate disclosure. Of the six topical categories used, dyadic trust correlated with disclosure intimacy in "religion" and "school and work" for the total sample and for both sexes and for the dating and married samples separately. Trust also correlated with depth of disclosure for some samples in the areas of "parental family" (married sample or female sample), "feelings and emotions" (total, married, or male), and "relationships with other people" (total, married or male).

Using the known groups method of evaluating construct validity, ex-partners' dyadic trust was significantly lower than that of current partners. There was a gradual, but generally nonsignificant, increase in trust from casual daters to exclusive daters to those engaged and/or living together to newlyweds. Those married from 6 to 20 years had significantly lower dyadic trust than either those married longer or those married more briefly.

The third method of evaluating the construct validity of dyadic trust used two behaviors expected to be associated with trust. However, dyadic trust correlated neither with cooperation in a modified Prisoner's Dilemma Game nor with permitting one's partner to participate in research involving a blind date simulation. It was noted that the consistency of self-report and behavioral measures of ongoing relationships is especially problematic. Furthermore, the generally high levels of trust in close relationships made it difficult to obtain meaningful differences in these behaviors.

The evidence for the discriminant validity of the Dyadic Trust Scale was very good with respect to generalized trust (using Rotter's Interpersonal Trust Scale and the Trustworthiness subscale of Wrightsman's Philosophies of Human Nature Scale) and social desirability. For all 23 significant correlations involving dyadic trust and either love or depth of self-disclosure, corresponding correlations between either generalized trust or social desirability and either love or self-disclosure were not significant. There were no differences in either generalized trust or social desirability between different types of relationships.

It was concluded that the Dyadic Trust Scale is an excellent measure of interpersonal trust in close relationships.

INTERPERSONAL COMMUNICATION BEHAVIORS AND SELF-ACTUALIZING VALUES: A MULTIVARIATE INVESTIGATION
Order No. 7921320

MACKLIN, Thomas Jack, Ph.D. Indiana University, 1979. 132pp. Chairperson: Dennis S. Gouran

This study investigated the relationships among intrapersonal attributes and interpersonal behaviors. The rationale stated that most studies exploring such relationships have been limited in scope and depth. In fact, the study of intrapersonal characteristics in relation to interpersonal characteristics has been generally neglected in speech communication inquiry. This study was designed specifically to examine the relationship between self-actualizing values and interpersonal communication behaviors.

Self-actualizing values had been widely discussed and empirically explored via self-description instruments such as that of Shostrom (1963). The interrelationship of specific aspects of self-actualization, however, had not been fully explored. Communication behaviors had also been examined but typically from a self-descriptive rather than a behavioral perspective. Making explicit what had previously been an implicit relationship, the intrapersonal with the interpersonal, coupled with improved measuring instruments and a study more expansive than previously done, provided an impetus for this research.

The self-actualizing values included ten independent variables. These were self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, nature of man, synergy, acceptance of aggression, and capacity for intimate contact. Self-actualizing values were measured by scores on the questionnaire, the Personal Orientation Inventory (POI) and communication behaviors by scores on an instrument called Interpersonal Communication Behavior Rating (ICBR). The communication behaviors included five dependent variables. These were expressiveness, self-disclosure, empathic understanding, validation and metacommunication. The POI was developed by Shostrom (1963) and the ICBR by the researcher.

Trained raters later observed videotaped discussions and made judgments about the degree to which they felt the subjects exhibited those behaviors. The subjects were 184 students enrolled in introductory speech communication courses at Indiana University in the Spring, 1978 semester. Scores on the questionnaire, the POI, were subsequently examined in relation to the judges' ratings of behavior via the ICBR.

Several statistical procedures were employed to analyze the data. First, a canonical correlation analysis indicated that the two sets of variables contained no significant structural relationships. Second, to determine whether similar conclusions were likely to surface when the data were analyzed from different perspectives, several other calculations were performed. A factor analysis of the POI found one underlying dimension of self-actualizing values: interpersonal sensitivity. A factor analysis of the ICBR revealed the underlying dimension of supportive communication behavior. To determine whether self-actualizing values can be used for predicting interpersonal communication behaviors, the data were submitted to a bivariate regression analysis. This analysis did not substantiate any relationships between the two constructs.

Two viable but mutually exclusive conclusions were discussed. First, there is no relationship between one's values and style of communication behavior. Second, there is a relationship, but the present study failed to uncover it. Although both possibilities were examined, unforeseen evidence not available prior to the study favor the second conclusion. That is, the methodology of this study was inadequate to demonstrate this relationship. Several assertions were then made, including: the POI is a questionable measure of self-actualizing values; interpersonal communication constructs are often interdependent and parsimony is needed in theorizing; and, studying the communication behavior of individuals in situations which are primarily task rather than socially oriented may not be representative of one's everyday dyadic communication.

A FAMILY COMMUNICATION PROGRAM: ISSUES IN THEORY AND PRACTICE Order No. 7927940

MACKOFF, Barbara L., Ed.D. Harvard University, 1979. 176pp.

A central hypothesis of those working with families is that emotional disturbance in the family is accompanied by a dysfunctional family communication system. This paper examines the process of designing and implementing an educational treatment program for family communication problems. The relationship between the development of this treatment program and the growth of the author's theoretical assumptions is discussed.

The educational model is contrasted with affective/insight oriented models of practice such as Rogerian and Analytic therapy. Educational models are distinguished from these by the concern with dysfunctional behavior as a problem in learning. Educational treatment programs teach the skills and information needed to recognize and change problem behaviors. Two theoretical issues arise in contrasting education and affective/insight oriented treatment models: 1) the consideration of whether communication patterns are a set of behaviors that can be learned or unlearned, 2) the consideration of whether communication problems are interpersonally based rather than being a sign of distortion or crisis in the individual.

A six-week program involving three family units was offered in a university setting. The activity of family groups was designed to develop specific skills through task oriented exercises and to foster introspective attitudes about family behavior through discussion. The program included exercises, demonstrations, and discussions in five key areas: 1) communication difficulties, 2) communication styles, 3) verbal/nonverbal congruence, 4) listening skills, 5) skills of clear communication. Video feedback was used as a technique for examining communication.

Program evaluation was accomplished through interviews with each family following the final meeting. Data from questionnaires, self report, and the co-leaders' observations was used to assess the effectiveness of the program.

The results suggest that educational techniques can be used to improve family communication problems. All participant families report gains in the areas of individual communication skills. Positive changes in interactional patterns are observed by participants and co-leaders. The program does not reflect a pure model of psychological practice. The frequent application of approaches that combined educational and affective/insight oriented dimensions were used to enhance the effectiveness of the program.

TALKING TO STRANGERS: SELF-DISCLOSURE SEQUENCING PATTERNS

MOIR, Robert Oliphant Mathieu, Ph.D. McGill University (Canada), 1979

The theory and practice of a new method of telephone communication are described whereby four-way conferencing between strangers can be monitored 24 hours a day. This open information system provides a unique framework for studying natural data useful for objective research in interpersonal communication. The critical and historical background of sociolinguistics, self-disclosure and conversation analysis are reviwed to establish a proper methodological approach in these fields. Our own methodology, based on information flow, is developed by isolating category features from transcripts of telephone data collected over an eight month period. The resultant 28 categories, which can be applied to conversation analysis in general, were used to analyse individual patterns of self-disclosure for 24 dyadic conversations, comparing high and low self-disclosure. The significance of the telephone experiment, our methodology and the results of our data, are discussed in relation to current and future research objectives in the social sciences.

AN EXPLORATORY INVESTIGATION OF RESPONSES OF YOUNG CHILDREN TO NONVERBAL AUDITORY CUES IN MESSAGES

PARKER, Margaret Dian Minnett, Ph.D. University of Southern California, 1979. Chairman: Professor Nancy E. Wood

Purpose. The purpose of this two stage exploratory study was to seek answers to two primary questions: (1) Do children identify selected nonverbal auditory cues in messages? and (2) Do children respond to the content or the context of messages?

Method. The sample included 78 subjects assigned to two groups. The primary sample consisted of 60 subjects who had scored adequately on the auditory processing and verbal intelligence screening measures. The secondary sample consisted of 18 subjects who had failed one or more of the screening measures but were included to provide performance comparisons.

The verbal experimental measures consisted of 30 taped messages spoken by a female speaker using a variety of vocal intonations. This experimental visual materials consisted of 30 pictures with two drawings per page. The pictures included drawings of a woman's face depicting various facial expressions, drawings of a young and an old woman, drawings of a child's face depicting various expressions, and drawings of a child running or walking.

Subjects were asked to listen to the 30 taped sentences and to indicate which of the two drawings best depicted the speaker or best depicted their response to the statement. After listening to a second presentation of 20 of the sentences, subjects were asked why they had selected a particular drawing.

Results. Factor analysis on the 30 items and correlation analysis yielded the following results: (1) Children in the selected age bracket (5 years 2 months – 8 years 2 months) were able to accurately identify nonverbal auditory cues in messages. Voice quality appeared to be the most significant component in determining children's identification of nonverbal auditory cues in messages. (2) Factor analysis on the content test indicated that the content of a message was the most important cue in determining the meaning of a message. Rate was a factor of sec-

ondary importance, while loudness and voice quality were not significant factors. (3) The correlation matrix for the cue test indicated that auditory memory span, mental age, and verbal intelligence correlated with performance. (4) Correlation matrices for the context test indicated that age correlated with performance for the primary group but not the secondary group.

Conclusions. The results indicated that for individuals who work with young children, awareness of the vocal characteristics used when addressing children should be considered to be of major importance in the child's therapy or educational management. Voice quality seems to be the most significant factor children use to identify nonverbal auditory cues in messages. The results also suggest that loudness and rate should be monitored by the speaker.

Recommendations. (1) The measures developed for this study might be of benefit in identifying acceptable modes of vocal address used by teachers, parents, speech and language pathologists, and others who work with young children. (2) The experimental test battery could also prove to be useful in identifying children who have difficulty processing auditory information. In comparing the verbal responses of subjects in the primary group with those of subjects in the secondary group, it appeared that the secondary group children were unaware of the information provided by intonation cues such as the speaker's feelings and emotions. (3) Several items in the experimental battery should be modified prior to utilization, especially those items which might have situational or temporal bounds in terms of possible response sets.

The trends found in this exploratory study strongly support the concept that the vocal intonations used by adults (especially parents, educators, and therapists) to communicate orally with young children can affect the child's ever growing and changing self concept and further study of these trends is indicated.

THE RELATIONSHIP BETWEEN INTERPERSONAL COMMUNICATION AND RECOMMENDATIONS FOR ACCREDITATION BY EVALUATION TEAMS OF THE NORTH CENTRAL ASSOCIATION'S COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Order No. 7927439

SAMORS, Neal S., Ph.D. Northwestern University, 1979. 169pp. Chairman: William R. Hazard

This was a study of two processes; interpersonal communication and institutional accreditation in higher education. It focused on a point at which there was a hypothesized need for effective interaction: recommendations for accreditation as found in visit reports by evaluation teams of the North Central Association's Commission on Institutions of Higher Education (NCA CIHE). The recommendations, especially years until next team visit, were considered important because of their apparent impact upon final accreditation actions by the NCA CIHE Executive Board. Also, institutional quality has been related to years until next visit, with ten years viewed as the ultimate measure of excellence.

Additional purposes for the study included; 1) determining whether team recommendations were closely followed by the Executive Board in its actions, and 2) whether the study sample (team chairpersons, institutional chief executive officers, and NCA CIHE professional staff) which participated in Spring, 1978 on-site visits, exhibited a high level of intra- and intergroup agreement. This agreement was measured by their responses to statements on the questionnaire developed for this study.

The questionnaire was based on a five-category, Likert-type summated rating scale, and of the two hundred and eighty-five subjects in the sample, two hundred and forty-nine (87 percent) returned the completed instrument. Then, the data were analyzed using t tests, analyses of variance, Kendall's Coefficient of Concordance W, and discriminant function. The dependent variable in the study was recommended years until next team visit, while the independent variables included characteristics of the institutions visited (sponsorship; enrollment; degree level at which accredited; type of accreditation visit; and, complexity of visit), characteristics of team chairpersons (NCA CIHE experiences; home institution sponsorship, enrollment, degree level at which accredited, and years until next NCA CIHE team visit), and NCA CIHE experiences of the chief executive officers. This range of variables served to test several major and alternate hypotheses.

The results provided an indication that interpersonal communications, in combination with team chairperson background characteristics, and characteristics of the institution visited, related to team recommendations for years until next visit. However, the relationship between communication variables, alone, and team recommendations was uncertain. The variables used in discriminant function analysis which appeared to have the most discriminating power included: prestige, degree level at which accredited, and enrollment of team chairpersons' home institution; sections of the questionnaire measuring perceptions of the meaning of institutional accreditation and communications relating to the team visits; and, the sponsorship of visited institutions. These variables consistently served to discriminate among the categories of the dependent variable, recommended years until next visit.

The results also indicated that the NCA CIHE Executive Board, in more than 90 percent of its final actions, left unchanged the team recommendations for years until next visit. And, in terms of intra- and intergroup agreement, the participant groups responded in a similar and a consistent manner to the questionnaire. Finally, the team chairpersons and NCA CIHE professional staff and the chief executive officers and NCA CIHE professional staff exhibited no significant differences, as groups, in responding to the questionnaire. This indicated that the NCA CIHE was effectively communicating policies and procedures to key decisionmakers.

The recommendations which were derived from the conclusions of this study included:

1. The need for a closer look at the dynamics of communication occurring during the team visit.
2. Research on the relationship between team members and the team chairperson.
3. A close scrutiny of team recommendations to be certain they logically flow from team reports.
4. Additional research on the variables identified in this study as having strong discrimination power.
5. An evaluation of the apparent imbalance between the background characteristics of teams and the types of institutions visited by NCA CIHE.

COMMUNICATION ACCURACY IN DIRECTION-GIVING

Order No. 7922916

SWIHART, Jessie L., Ph.D. Bowling Green State University, 1979. 105pp.

The purpose of the present study was to investigate communication accuracy in direction-giving.

The study was conducted in a nationalistic setting. Six experimenters of various ages stopped passerbys in downtown Toledo, Ohio, and asked for directions. Experimenters were assigned specific routes and selection of subjects was made at random about three minutes apart. Five directions were sought and were asked in order of listing. An evaluation grid was marked.

Of the 210 subjects surveyed, 52 were extremely accurate, 97 were essentially accurate, 23 were essentially inaccurate, and 38 were unable to relate.

Analysis of data revealed male and female responses are very similar with males slightly higher. Of the accurate responses, Caucasian males and females were higher than minority males and females; however, of the inaccurate responses the minority males and females were lower.

The results indicated that strangers did accept a request for directions with a high degree of accuracy; that little difference existed between Caucasian and minority responses; and that there was an obvious relationship between a high degree of accuracy and a high degree of feedback.

The limitation was that experimenters observed single subjects at a time, so there was no way to get consensual validation on a single experimenter's sampling.

FAMILY COMMUNICATION SEMINAR: A SEVEN SESSION GROUP LEARNING PROCESS DESIGNED TO ASSIST CHURCH-RELATED FAMILIES IN DEVELOPING AND PRACTICING COMMUNICATION SKILLS Order No. 7923198

THOMPSON, Vernon Leroy, D.Min. Lancaster Theological Seminary, 1979. 181pp. Supervisor: Dr. Robert F. Davenport

The purpose of this study was to design a learning process so that nuclear families with middle adolescents, who are experiencing needless emotional and personal problems because of the lack of practicing communication skills, would have available a program within a local church setting, to assist them in improving communication skills and human relationships.

The theory of Transactional Analysis as developed by Eric Berne for the interpretation of social behavior was used as a framework for the study. Six nuclear families with middle adolescents from white middle class neighborhoods of the Baltimore area were used in the purposive sample making a total of twenty persons. A process was designed for a seven session group learning experience for use by families.

Lectures, demonstrations, audio-visuals and role-playing exercises were used to analyze human behavior and teach communication skills to the participants. Questionnaires, tape recordings, interviews and observations by the researcher contributed to the array of responses which were evaluated to determine the effectiveness of the aforementioned learning process which was titled The Family Communication Seminar. A Facilitator's Manual was developed and refined through its use with extensive instructions and suggestions for use in similar communication seminars.

The primary purpose of the evaluation was conceived to be formative rather than to summarize. The criteria of success employed for the assessment of the seminar were five indications: the lack of denial or hesitation in the learning process, the recognition of need, the process of realization, changed behavior and the productivity of the group. All of the participants indicated that awareness and understanding were accomplished and that those understandings and skills contributed to a positive change of behavior as the result of the group's productivity.

The FCS was a short term learning process for church-related families lacking any blatant pathology. The findings of the evaluation suggest that the FCS was a useful training program and learning experience for families with middle adolescents wishing to enhance their communication skills and improve relationships. The findings further suggest that a communication skills seminar is a needed and useful vehicle for a local church's ministry to its families.

THE RELATIONSHIP OF DISTRIBUTIONAL AND SEQUENTIAL COMMUNICATION STRUCTURE TO INPUTS AND OUTPUTS IN THE SMALL GROUP Order No. 7917504

VICKER, Lauren Ann, Ph.D. University of Pittsburgh, 1978. 115pp.

This study was undertaken to examine the relationship between group inputs and outcomes, and to use communication to help define the relationship between these variables. In a 2 x 3 (task x compatibility) ANOVA design, 106 student volunteers from the University of Pittsburgh were organized into 24 groups based upon three levels of need compatibility: compatible-overpersonal, compatible-underpersonal, and incompatible. The experimental sessions involved 12 of the groups working on a structured task—taking a multiple choice test as a group—and 12 of the groups working on an unstructured task—solving a logic puzzle problem. Outcomes were measured along three dimensions of task—productivity, use of potential, and efficiency—and four dimensions of satisfaction—overall satisfaction, satisfaction with the group decision, satisfaction with the subject's own performance, and cohesiveness. Audio tapes of the group meetings were made, transcribed, and coded using Bales' Interaction Process Analysis. This data was analyzed for distributional and sequential structure.

The outcome measures yielded significant effects only for the raw productivity measure, but this effect was at least partially discounted as artifactual due to differences in scales measuring outcomes for the structured and unstructured tasks. None of the other outcome measures yielded significant results, although there was a tendency for groups working on the structured task to be more cohesive than groups doing the unstructured task.

The communication analysis revealed interaction profiles centering around the use of the category Gives Opinion on the structured task, and the use of the category Gives Information on the unstructured task. These main effects were also seen to be operating in the sequential analysis. The influence of compatibility was seen primarily in the interaction effects.

The study concluded that some situational variables may override the influence of need compatibility. Information availability was identified as a critical task dimension which had a significant impact upon the outcomes and the profiles of the communication system.

The results of this study offer a useful perspective for viewing the small group in terms of inputs, outcomes, and communication. This design is recommended for future use in furthering our understanding of and developing a grounded theory in the area of small group communication.

ASPECTS OF NEWS DELIVERIES IN ADULT-ADULT AND CHILD-ADULT CONVERSATION Order No. 7919312

WHITACRE, Gail Carey, Ph.D. University of California, Irvine, 1979. 380pp. Chairman: Professor Michael D. Butler

This dissertation examines how children tell news to adults and how adults tell news to one another in naturally occurring conversation. The analysis focuses on variations in news deliveries: where in a conversation the news is placed, how it is prefaced, how long talk on the subject of the news extends, how that topic is developed by the news's deliverer and its recipient or recipients, and how talk about it ends. Several factors are found to be associated with these variations for adults. They include the importance of the news, its goodness or badness, its newness (that is, how current it is, how surprising, how much background knowledge the recipient has about the matter to which the news pertains, and the probability that the recipient already knows the news itself), and a variety of features of the social situation of the co-speakers. Children's news deliveries to adults are found to differ from adults' news deliveries to adults with respect to those factors, and the relations between the factors and the variations in form and placement of the news are found to be different for children's and adult's deliveries.

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